Supporting Adults' Digital Literacy Learning: Exploring a Self-Paced Tutor Facilitated Approach

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Where We're Heading Today

- **Part 1 (10 mins)**
  - ✓ Getting Acquainted

- **Part 2 (70 mins)**
  - ✓ Exploration and discussion

- **Part 3 (10 mins)**
  - ✓ Reflection

Resources for You

- **Slides**
  - ✓ Available on the Summer Institute Webpage

- **Workshop Website**
  - ✓ For self-exploration within and beyond workshop

- **Video Snippets**
  - ✓ For demonstration and discussion

- **Reflection**
  - ✓ Quick Write and Discuss

Getting Acquainted

Our Group

- Share a broad commitment to building <u>literacy and language pathways</u> to <u>social and economic justice</u> for underserved and vulnerable populations

- Partner with community based organizations nationally to help individuals acquire digital literacy skills

- Provide a platform for partnership around through Learner Web, a digital learning platform designed for adult learners

Research Supported By

- Grants from the Institute of Library and Museum Services (LG- 06-11-0340-11)

- Broadband Opportunities Technology Program (41-43-B10593) of the U.S. Department of Commerce

Getting to Know You

What are your roles in adult education?

- Teacher?

- Program administrator?

- Policy maker?

- Researcher or evaluator?

What settings/systems do you work in?

- K-12?

- Community college?

- CBO?

- Government?

- University?

Why should digital literacy be an important focus in adult education?

Share
Your
Thoughts

Why Does Digital Literacy Matter?

There are a significant number of adults within our society who <u>are unable</u> to take advantage of <u>online resources and participation</u> (Pew and American Life Project, 2013).

Why Does Digital Literacy Matter?

- **Technology** has a growing importance in how people access information and communicate with one another.
- ICTs play a central role in our modern age, permeating every aspect of our social and workplace lives.
- Being online connects us to educational opportunities, public services, healthcare, civic engagement, and entertainment.

Why Does Digital Literacy Matter?

- Digital literacy skills are fundamental in a world that is increasingly dependent on digitally mediated activities

- Without these vital skills, members of marginalized populations are at further risk for economic, social, and cultural exclusion

- Society at large is diminished if these voices are lost
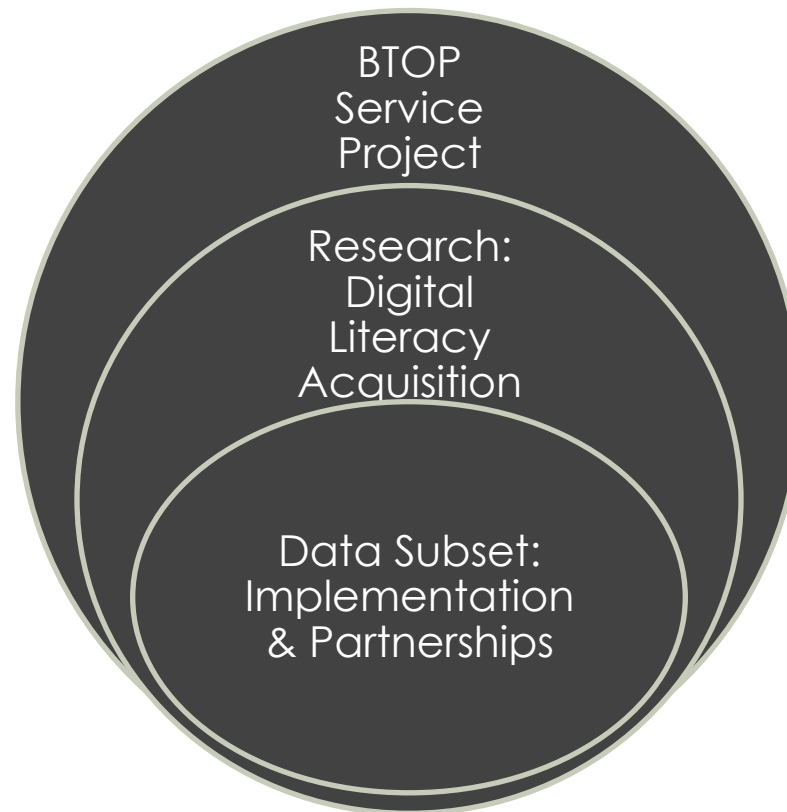
National Trends in Internet Use & Skills

- **15% of American adults did not use the Internet (2013)**
  - Relevance (34%)
  - Usability (32%)
  - Price (19%)
  - Lack of availability/access (7%)

- **Digital inequality persists**
  - Above factors sharply impact digital equity (Pew Internet Studies, 2014)
  - Economics, age, and background experience dictate who is and isn't online (DiMaggio & Hargittai, 2011)
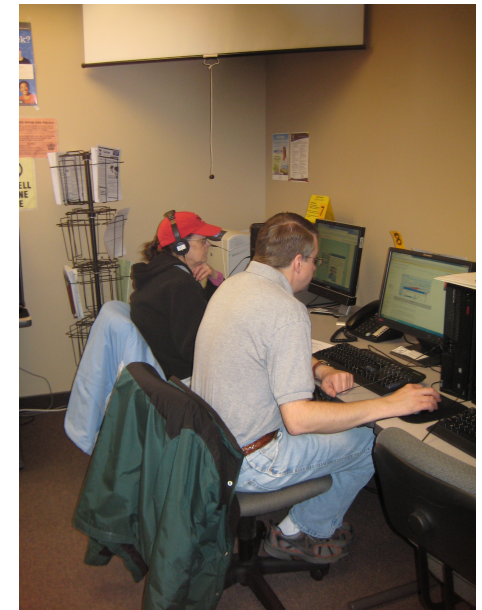
Context of this work

BTOP
Service
Project

Research:
Digital
Literacy
Acquisition

Data Subset:
Implementation
& Partnerships

Wide Range of Implementation Settings & Partnerships

- **Adult Ed Center Run by the Public Library**

- **Re-entry Program**

- **Urban Workforce Centers**

Self-Paced and Tutor Facilitated Digital Literacy Learning

Learning Design: Key Ingredients

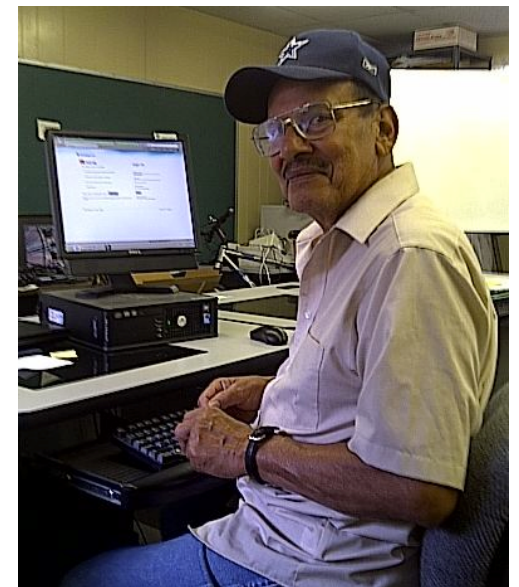**Structured Online Platform**

Community Tutors

Self-paced, Learner Directed

Structured Online Platform

Structured Online Platform

Web based learning platform

• Designed for adult learners

• Supports goal-setting

• Progress is saved

• Reports to learner and teacher/tutor

• Links with other online and offline resources and systems

Digital Literacy Learning Plans

- Learners Set Goals Based on what they want to learn

- Goal Clusters
  - Computer & Internet Skills
  - Introduction to Career Paths
  - Broadband Consumer Education

LearnerWeb

Choose a Goal

Internet Skills: How do computers work?

Internet Skills: How does the Internet work?

Internet Skills: How can you find what you want online?

Internet Skills: How do you use email?

Internet Skills: What can you put online?

Internet Skills: Who else can you meet online?

Learn about Broadband: Do you need a computer?

Practice Your Computer Skills

Why Self-Paced and Tutor Facilitated?

Longitudinal Study of Adult Learning (LSAL) Followed 1,000 high school dropouts for 9 years (Reder, 2009).

- Individuals have educational or occupational goals but <u>lack realistic plans to reach them</u>

- Adult education, social services, and occupational preparation <u>are often poorly coordinated </u>and <u>are not wrapped around the individual</u>

Why Self-Paced and Tutor Facilitated?

Self-paced
- Learners drop into and out of programs as life circumstances change
- Learners select goals (and resume) progress toward them flexibly
- Learner engage in review as needed

Tutor-facilitated
- Individuals receive customized support
- Patience was cited as the most important quality of tutors (not content knowledge)

Exploring Self-Paced & Tutor Facilitated Digital Literacy Learning

10 minute website exploration

Share
Your
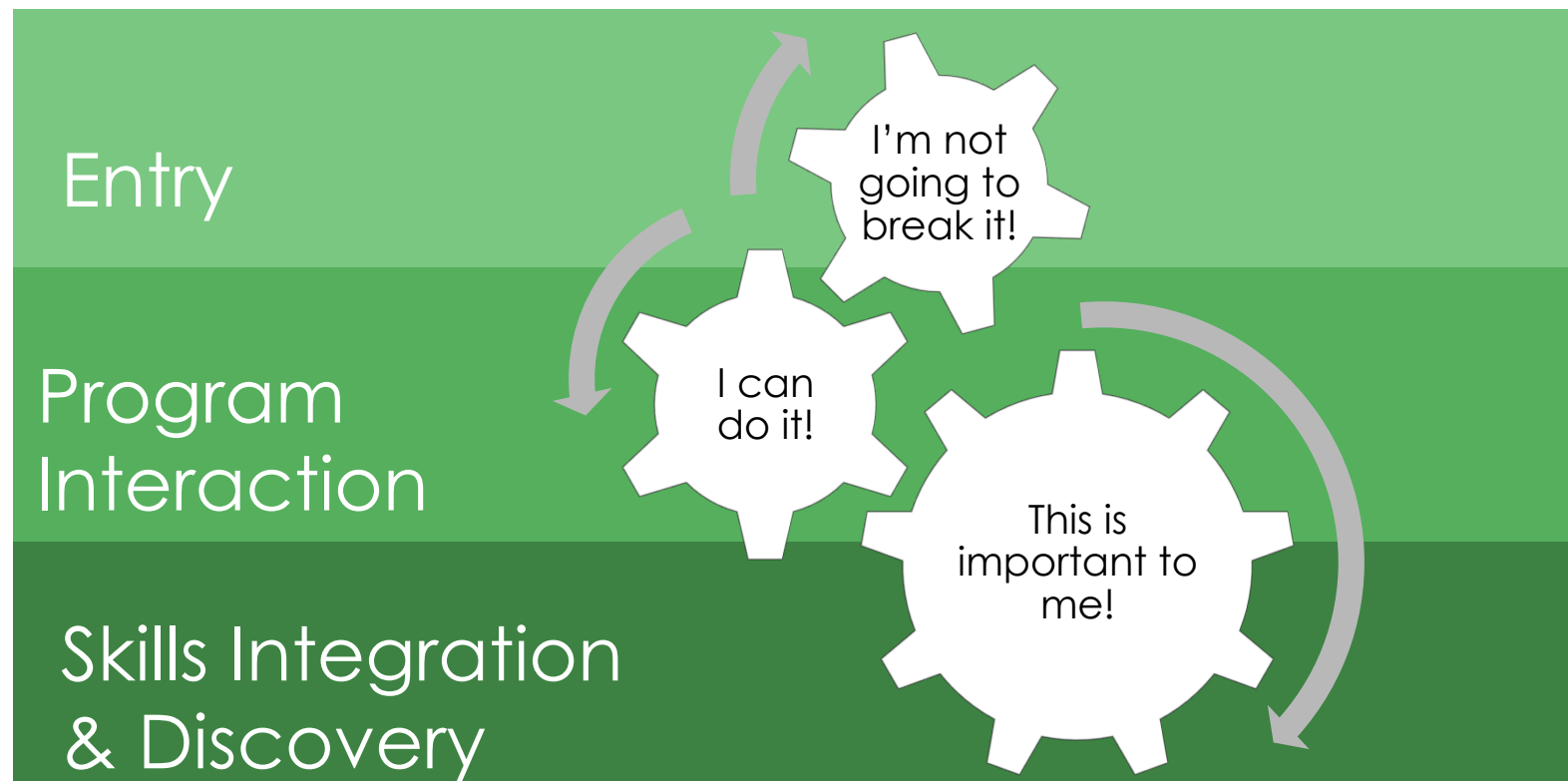Thoughts

What are the results/outcomes from this approach?

Video Snippet: Tutor & Learner Interactions

Discuss

✓ What factors appeared to be important to the learner?

✓ How did the tutor describe the support offered?

✓ How are the learning interactions described by these participants like those in your learning program?

✓ How are the learning interactions different?

Learner Path

Entry

Program Interaction

Skills Integration & Discovery

I'm not going to break it!

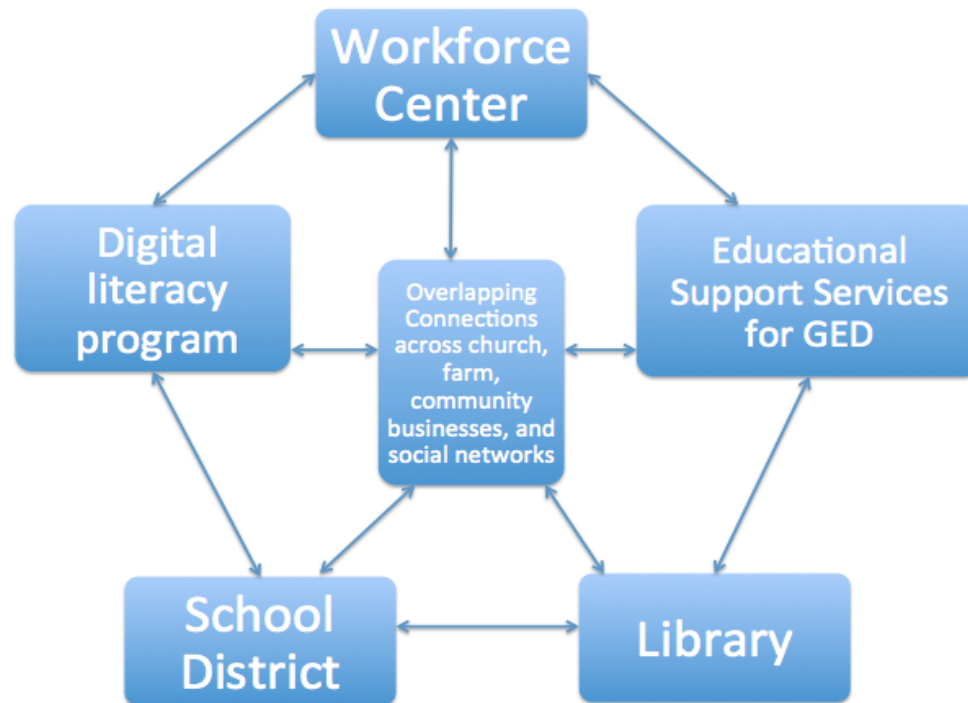I can do it!

This is important to me!

Outcomes

- Empowerment

- Transformation

- Independence

- Self-confidence

Partnership Building

Partnership Building

- Workforce & Literacy Tutors

Shared Resources

Organizational Synergy

- Library & Community Based Organization

- Refer individuals to educational opportunities

Personal Relationships

Reflection Activity & Discussion

Share
Your Thoughts

Thank you for your participation!

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For more information & resources
http://pdxscholar.library.pdx.edu/lltr/

Literacy Language & Technology Research

LLTR

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